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ECE 234- Inclusion of Children with Special Needs- Susan Witt- Part B- Winter 2025

**\* Part B: Your Results DIRECTIONS** 1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below.

IDEA Quiz: overall average 95% 1 student scored below a b= 97% scored a B or better

Disability Quizzes: Quiz 3-Average of 97%- zero students scored below a B=100%

Quiz 4- Average 94%- 2 scored below a B= 95%

Quiz 5 - Average 96%, 2 scored below a b= 95%

Quiz 6- Average 98%- 0 scored below a B= 100%

Quiz 7- Average 97%- 0 scored below a B= 100%

Quiz 8- Average 97%-0 scored below a B= 100%

Quiz 9- Average 98% -0 scored below a B= 100%

Quiz 10- Average 98% 0 scored below a B= 100%

Total Disability Quizzes 98% of students scored a B or better on the quizzes.

Final Projects

Average score was a 94%- one student scored below a B- 98% of students scored a B or better.

### \* Outcome #1

97% scored a B or better

### \* % of students who successfully achieved the outcome (C or above)

100%

### \* Outcome #2

98% of students scored a B or better on the quizzes.

### \* % of students who successfully achieved the outcome (C or above)

100%

### \* Outcome #3

98% of students scored a B or better.

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**\* % of students who successfully achieved the outcome (C or above)**

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100%

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**\* ANALYSIS 3. What contributed to student success and/or lack of success?**

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They could take the quizzes as many times as they wanted. The class was designed to scaffold their final projects from week 2 on. I offered a What's up Next video explaining their assignments and a summary of learning video each week, reviewing important material. Students had reading and videos to watch each week, and different learning styles were incorporated into the learning materials. Students choose how to present their final project.

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**\* 4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes.**

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I believe overall, the students learned a great deal in class and will apply their learning to their teaching practices.

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**\* 5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A)**

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Yes

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**\* 6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)?**

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Midway through the course, some students complained about the organization of materials. I changed the look of the course, and it made it easier for people working on a phone. Also, when the Moodle course is forwarded to the next year, it takes old due dates with it. I sometimes forgot to change the date, which led to confusion for some students. Some students complained about the work load, so I decreased it by one forum per week and that seemed to make it more manageable.

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**7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?**

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It would be nice to have more time before the course to review and update the course. There is usually only a week before when the moodle is open and we are not to change old moodle classes anymore.

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**\* 8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes.**

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NA

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**9. Describe how you explain information about course outcomes and their relevance to your students.**

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I post grading rubrics and the course and institutional outcomes are listed in the syllabus.

**10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development" and/or Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving). ILO #4: Cultural Awareness. The area that faculty is focusing on is: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") ILO #5: Community and Environmental Responsibility. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"**

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1. I ask students to write in APA format and provide citation examples and resources, and encourage them to use the writing labs
2. During forums, they are only given credit when they add to the discussion and the rubrics explain how to do so.
3. Students are asked to apply what they learn by developing inclusion techniques to classroom examples throughout the course and incorporate the family in the child's learning process.
4. Students are presented with videos of people with diverse abilities speaking about their needs and experiences in the classroom. Students are required to find children's books about compassion/inclusion and various disabilities to share during forums and with their students. Students are also expected to think about how to engage the family in an inclusive classroom.
5. Students are asked to reflect on inclusive language, strategies for the classroom, and legal requirements for the accommodation/inclusion of children with disabilities.